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ABSTRACT

Issues related to reevaluation of tenure at "Exeter College," a fictitious small, private college, are examined. Based on analysis of financial resources, students and faculty ratios, and systematic effects of tenure at Exeter, a mandate for tenure reevaluation was established. The following areas were reviewed: the relationship between tenure and affirmative action, whether alternatives to tenure should be considered, the impact of tenure modifications on academic freedom, and implementation strategies for tenure change. More research and data are needed regarding affirmative action and faculty, since it is possible that tenure policies may not accommodate the goals of affirmative action. Tenure modifications, rather than abolition of tenure, collective bargaining, or contract systems, are recommended for consideration. A tenure plan with a probationary period of from seven to twelve years is recommended: faculty members could apply for tenure at the end of the sixth year of teaching or they could elect to wait until the end of the eleventh year. All tenured faculty would be subject to reevaluations at specified intervals, and academic freedom would be protected by contract. Additional recommendations are to develop plans for steady-state staffing and establish an aggregate faculty profile, consider development of an early faculty retirement program, and involve faculty in implementing the tenure modifications. National data on enrollment projections, faculty characteristics, projections of doctorate-level faculty demand and hiring, professors with tenure, average faculty salaries at two-year and four-year colleges, and census projections are appended along with a bibliography. (SW)

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FUTURE UNCERTAIN: A Tenure Case Study (with a Suggested Analysis) of a Small Private College

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I. Background Information

Exeter College, in the state of Minton, was established in 1860 as a rural religious college "to do God's work and to support the educational efforts of the Goodwill church." During the growth decade of the sixties, college enrollment grew from 840 to 1500 full-time students. During the last five years, however, enrollment has dropped substantially so that now only 1250 full-time students are enrolled. These students are all undergraduates as the college offers no graduate work. In terms of typology, it would be classified as a liberal arts college - Type II (Carnegie Commission, 1972).

During the period of rapid student growth, the college faculty of fifty almost doubled in size. But because faculty salaries were and continue to be substantially lower than the national average,

Insert Table One About Here

qualified faculty were difficult to find. The Board of Trustees attempted to ameliorate this situation by offering tenure after a two-year probationary period to all who would come and who would stay at least five years. Since student enrollment continued to increase and teachers were difficult to find, the two-year probationary period for these new faculty hired was essentially perfunctory and tenure was awarded to all. It would be an understatement to suggest that the Board did not comprehend fully the ramifications of its tenure decision made more than ten years ago. The practical effect is that coupled with the "pre-growth" faculty members who were tenured, over eighty-five percent of the Exeter College faculty

are now tenured. This is substantially higher than the National Average.

Insert Table Two About Here

The situation is somewhat exacerbated because only five percent of the faculty are women and less than one percent are minorities. It should be noted that the Exeter faculty is relatively young: their average age is thirty-eight.

Three years ago, because of declining enrollments, limited financial resources, and because of attendance by Board members at workshops done by the Association of Governing Boards (AGB), the Board was encouraged to make several changes including several in its tenure policy. It made the following changes in 1975: 1) it set a tenure quota of sixty-five percent. This action was based on recommendation twenty of the Commission on Academic Tenure (1973). No new awards of tenure have been made since 1975. The current faculty on term contracts believe this practice to be inherently unfair and legally discriminatory. 2) It adopted an affirmative action plan. The pressure for this came from the nearby urban community which literally told the Board that city influence would not be used in behalf of the College unless an affirmative action plan was not only adopted but also implemented. 3) The Board re-emphasized its total and complete opposition to collective bargaining as being inconsistent with the college's religious mission. This Board action resulted because several nontenured faculty threatened to circulate an election petition if the Board did not change its tenure quota policy. 4) The Board reaffirmed its commitment to broadening and strengthening its religious mission. 5) Finally, the Board, in its 1978 annual meeting, promised students that it would look into

the student charge that "our tenured teachers are our worst teachers and if you don't do something about it, at least 100 of the top sutdents (a petition has been signed) will transfer to another institution."

Armed with this set of facts, one of the Board members has approached you to ask for assistance in the resolution of the Board's tenure problems. She has asked for counsel in several specific areas. First, should the Board's current policy on tenure be re-evaluated? Second, does tenure appropriately accommodate the goals of affirmative action? Third, are there alternatives to tenure which the Board should consider? Fourth, if tenure should be retained, in what form should it be retained? Fifth, what type of strategy should the Board consider re the implementation of given tenure alternatives or modifications?

This Board member has already read background material relating to the issues of collective bargaining, legal perspectives on tenure, history of academic freedom and tenure, tenure procedures, AAUP involvement with tenure, and alternatives to tenure. She has additionally reviewed the evidence re the benefits and detriments of tenure. She has been asked to make a full presentation to the Board based on your counsel. The Board awaits such report with anticipation.

II. Issues Presented

A. Should Board Policy on Tenure be Re-evaluated?

The answer will depend on a variety of variables, several of which include the following: 1) Supplies of funds, faculty, and students: 2) the definition of tenure at Exeter College; and 3) the effects of tenure (symbolic or otherwise) at Exeter College.

With regard to the first consideration, the issue of future supply of

funding is relevant. If new sources of funding are located, then regardless of a high percentage of faculty on tenure, new faculty can be hired to supplement ineffective teachers. That this is a realistic possibility, however, is highly questioned. The financial study by Jenny and Wynn (1970) on "the golden years" show what once was. The study by Cheit (1971) shows what is anticipated. That the financial situation is not hopeless is illustrated in studies by Meeth (1974), Jellema (1972, 1972), and Bowen and Douglas (1971). That the role of the federal and state government in higher education finance is still unsettled is illustrated in studies by the Carnegie Commission (1972, 1972a, 1973), and Orwig (1971). For the long run, therefore, budgeting ought to be based on known sources of funding rather than on projected financial windfalls. The reality for Exeter College is that it has had limited financial resources in the past and will probably have limited financial resources in the future. Anticipation of a new money supply to solve the tenure problem appears to be unwarranted fantasy. What about the supply of students?

If the enrollment of students were to increase to past or even beyond past levels of enrollment, this would bring additional revenue to Exeter College. Institutional enrollments, however, are somewhat related to the supply of students. And there seems little hope that based on future enrollment projections that student enrollment at Exeter will increase in the immediate future (Dresch, 1975).

Insert Figures One and Two About Here

Various sources predict that the percentage of total students which will remain in the private four-year college sector will remain somewhat constant.

Hope for a substantial growth in student enrollment is, therefore, not warranted by the evidence. Increased emphasis ought to be placed on improving retention of students who are currently enrolled.

Faculty supply is another important aspect of Exeter's tenure examination. Kuh and Radner (1978) have elsewhere demonstrated that tenure is an economic variable in the academic labor market. Their studies show that when supply of academic faculty is tight, it takes less time for faculty to receive tenure than it does when the academic labor supply is abundant. Further, it also appears that the economic labor supply could also affect faculty mobility. Brown's statement (1967) that "every year every professor voluntarily considers possible new jobs" (p.25), given the current abundant supply of academic labor, might be overstatement. Numerous studies show that the academic labor supply will continue to exceed the demand for the immediate future (Balderston and Radner, 1971).

According to Balderston and Radner (1971), supply of new doctorates will "reach about 68,000 per year by 1980" (p.3). Yet in Figures Three and Four,

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Insert Figures Three and Four About Here

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the projected need for new doctorates is to be substantially less than the supply. The significance of this supply-demand issue is that faculty who might otherwise be extremely mobile are now staying in institutions for longer periods of time due to increased supply and decreased demand. While a Board in recent years could have expected normal faculty attrition because of normal faculty mobility, that mobility is now apparently reduced. As a result, short-term fiscal economies cannot be easily achieved simply

by leaving numerous vacated positions left unfilled.

Two additional factors complicate still further this issue of faculty supply. First, faculty-student ratios have not remained constant but have in fact increased. By 1981, Balderston and Radner (1971) project that average faculty-student ratios will be in excess of 22:1.

Insert Table Three About Here

By increasing these ratios, the need for new faculty is reduced even further. The second relevant factor is the increase by the Federal government in the mandatory retirement age of employees, including faculty, to age seventy.

Corwin (1978) has discussed in depth the impact of this legislation on college faculty. The legislation will not involve tenured faculty until 1982. He sees its greatest impact to be long-term as now only eight percent of faculty are over sixty years of age whereas "the great mass of faculty members belonged to the 30-44 age range . . ." (p.65). Between 1982 to 1989, he projects that the number of faculty in the over sixty-five age bracket will increase from 7,600 to 23,500. If these figures are combined with the Balderston and Radner study re faculty supply, demand, and increased faculty-student ratio along with the studies that show reduced student supply, the projected need for new faculty during the next ten years is extremely limited.

The implications of this for faculty at Exeter College is that not much faculty mobility will be achieved and accordingly, given the average age of the college's faculty, not many faculty vacancies will take place because of death or retirement. Board members would be properly

advised, therefore, that alternatives other than normal faculty attrition will have to be devised to deal with the immediate impact of eighty-five percent faculty tenure.

A second relevant inquiry re re-evaluation of tenure relates to its definitional understanding at Exeter College. There appears to be some uniformity of agreement that tenure is not a guarantee of lifetime employment, or a shield to protect the incompetent (Mix, 1978; Silber, 1973; Van Alstyne, 1971, 1971a.). In other words, if tenured faculty are derelict in their duties or sufficiently remiss in their responsibilities, after proper procedural proceedings, such faculty can be terminated. Tenure was never intended to provide a professor with a sinecure. Further, even if a faculty member has performed in a dutiful manner, in cases of financial exigency, he or she can be terminated (Mix, 1978 and Wilson, 1977).

If these have been the mutually understood meanings of tenure at Exeter College, then the Board would have proper leverage to deal with matters of financial exigency or professorial incompetence, provided these have been "bona fide" reasons to question the evaluation of tenure in the first place. There is a possibility that the precise meaning of tenure at the college may be in doubt. If such is the case, the starting point for the Board would be for it to define the meaning of tenure. The Board would be properly advised, however, that it does not have the option to uniformly change the appropriate tenure practices of the past without inadequate consideration for faculty. For an established, uniform, but unwritten procedure could legally be declared to be a "de facto" tenure system and be upheld in court.

A third inquiry would be to determine the effects of tenure on Exeter

College. Are faculty better teachers, advisors, or researchers because of tenure? Does tenure provide a significant amount of job satisfaction for faculty? Does faculty service, teaching, or research deteriorate after the award of tenure? The emphasis here, in other words, would be to learn of the actual effects which tenure has on the educational system know as Exeter College. While business office type costs are relevant, one should not and cannot ignore the educational or broad systemic costs which could be incurred if tenure were changed.

A related consideration involves the symbolic role tenure may play at the College. The literature on organizational analysis refers to the fact that "threats to symbolic values can lead to bitter conflict between parts of the organization" (Katz & Kahn, 1978, p. 538). Also, the faculty, as a viable subsystem of the overall Exeter College system, may inherently attempt to protect its own turf even at the expense of a larger organizational goal (Katz and Kahn, 1978). Further, tenure might possibly serve as the organizational glue which keeps faculty morale at a sufficiently appropriate level. Accordingly, the symbolic value of tenure at the College should be both understood and taken into consideration when dealing with tenure.

Given this preceeding analysis re supply of financial resources, students, and faculty, as well as definitional considerations of tenure and systemic effects of tenure, it would seem advisable for the Board to re-evaluate the current tenure policies at Exeter College.

Recommendation One. The Exeter Board should re-evaluate current tenure policies at Exeter College.

B. Relationship between Tenure and Affirmative Action?

Exeter College has recently established an affirmative action plan.

Currently, about five percent of its faculty are women and one percent of its faculty are minorities. Both the women and minorities were appointed within the last five years. One of the women has tenure and the remaining women and minorities are not tenured.

The conceptual format of this subpart will consist of several parts: 1) What is affirmative action and how is such related to higher education? 2) What is the relationship between tenure and affirmative action? Are they mutually compatible concepts?

Equal employment opportunity has been defined as "the right of all persons to work and to advance on the basis of merit, ability, and potential" (U.S. Equal Employment Opportunity Commission, 1974, p.4). Employment discrimination is that which results directly or indirectly to prevent the achievement of the goal of equal employment opportunity. Affirmative action (Habecker, 1977) is the process or means by which an employer seeks to achieve the goal of equal employment opportunity. Affirmative action does not require an institution to hire lesser qualified women and/or minorities (Sandler, 1974 and Neill, 1975). The collective thrust of these presentations is that institutional quality need not be diminished because of affirmative action.

Studies which discuss affirmative action and higher education include those by Sells (1974), Glazer (1975), Abrahamson (1975), and Richardson (1974). Several pieces are highly critical of affirmative action, particularly its goal or quota requirements. These opinion pieces include statements by Hook (1974) and Roche (1974). Two efforts by the Carnegie Commission (1973, 1973a) have specially addressed the needs of women and minorities in higher education. Linnell and Gray (1977) indicate that there is need

for further research in the area of affirmative action and hiring, promotion, and tenure policies. Packard (1978) has argued that tenure has discriminated against women and monorities in higher education. Linnell (1979) has argued that higher education must give women and minorities more opportunities for academic careers. La Noue (1974) has argued that because tenure probationary periods usually would impact women during prime childbearing years, such probationary periods may have a discriminatory effect on women. Park (1973) has argued that those in the tenure camp will provide "a major bastion of resistance to affirmative action plans. . ." (p. 16).

The AAUP has been conspicious by its silence on the affirmation action and tenure issue. As a matter of fact, this "conspicuous by its silence" observation would apply to much of the literature on tenure. The Commission on Academic Tenure (197[illegible] and the Smith (1973) compendium of essays are basically silent on the issue of affirmative action re tenure. While it may be unfair to state that a tenure system discriminates against women and minorities, it may not be unfair to ask the proponents of tenure to produce evidence showing that a tenure system is not discriminatory against women and minorities. The Carnegie Commission (1973) has optimistically suggested that all remnants of sexual and racial inequality should be basically removed by 1980 and completely overcome by 2000. But there is a vast difference between removal of obstacles to equal opportunity and having representative numbers of women and minorities in the higher education workforce. Figures Five, Six, and Seven

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Insert Figures Five, Six, and Seven About Here

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show the relative representation of women and minorities as well as tenured

faculty in the higher education workforce.

Admittedly, most of the pieces and books on affirmative action are opinion and there is little if any evidence to warrant sweeping conclusions in this area. It is fair to conclude, however, that proponents of tenure have been much more outspoken with regard to the rights of faculty to pursue academic freedom than they have been outspoken with regard to the rights of women and minorities to pursue tenure-track positions in academia. With regard to this tenure versus affirmative action debate, Linnell's candid admission (1979) is that "you can't have your cake and eat it too" (p.1). In the opinion of Chait and Ford (1974):

> Like a lover's triangle, the three-sided relationship that includes affirmative action, tenure, and unionization foreshadows contention. All interests cannot be mutually accommodated.... And so with the lover's triangle, the likelihood is slight indeed that all three forces will survive intact.
>
> Compliance with affirmative-action regulations may well end, or at least drastically transform, the most established and distincitve personnel practice of academe - tenure. (pp. 123-124)

In sum, there is no evidence and very little opinion that tenure policies are not discriminatory against women and minorities. There is very little evidence and some opinion that tenure policies are discriminatory. With regard, then, to Exeter College, depending on the specifics of its tenure policies, such may not be accommodating to the aims of affirmative action. Decidedly more research and evidence is needed in this area.

Recommendation Two: Since tenure policies may not accommodate the goals of affirmative action, the Board needs to give this concern particular attention.

C. Should the Board Consider Alternatives to Tenure?

Linney (1979) has done one of the better jobs of setting forth the variety of alternatives to tenure currently in existence. Such will not be repeated here. Because, however, eighty-five percent of Exeter's faculty is tenured, abolition of tenure in favor of term contracts should be considered only as a last option rather than a first option. Given the Board's position regarding collective bargaining, collective bargaining is not a viable alternative to tenure at Exeter College. Alternatively, there are a variety of tenure modifications the Board may want to consider. Several are suggested.

Union College (Van Dyne, 1973) has set a tenure quota but has also modified its previous "seven year up-or-out" rule. After six years of employment, non-tenured professors would be evaluated as to whether or not they qualified for tenure. If the answer is negative, the professor is released after the seventh year. If the answer is positive on the professor's behalf, the professor would be offered tenure in a given department, or, if no such tenured spots were then available, the faculty member would be given a new three, four, or five-year contract. And this would continue until a tenured spot became available. Once a tenured spot became available, the contract person would be first in line for the position.

Park (1973) has reported a plan suggested by Birenbaum wherein all instructors would, after one probationary year, be given tenure for as long as they remained in that rank. If promoted to assistant professor, tenure would be granted for a fifteen-year period subject to evaluation and possibility for renewal for a similar term. Associate professors would be granted ten-year tenure contracts which would operate similarly

to the assistant professor format. Full professors would be given five-year tenure contracts which would also operate similarly to the assistant professor format. With regard to tenure modification at other institutions, at the Universities of Rochester, Georgia, and Tulsa, the probationary period for faculty has been extended for periods of up to thirteen years (Linney, 1979).

A related option is to institute periodic evaluation of all tenured faculty members. At Alfred University, tenured professors are evaluated every five years (1973). Those showing deficiencies are put on a one-year probation. If the deficiencies have not been corrected, sanctions, including termination, may result. Faculty on "probation" are not eligible for promotions or salary increases.

The Commission on Academic Tenure (1973) has included a wide-variety of recommendations on how to improve tenure. It further places the blame for much of the current criticisms and excesses of the tenure system on the weak administration of tenure programs.

Tenure modifications, rather than abolition of tenure, collective bargaining, or contract systems, are recommended for consideration re implementation at Exeter College.

Contracts are not recommended for the following reasons. First, even where the contract system is used, high rates of renewal generally result (Linney,1979). Second, for large faculties, particularly where one-year contracts are used, the hours required for effective administration thereof could be excessively time consuming. And if the contract is for a longer period of time, it could be no different than an evaluation every five years for those on tenure. Third, if prospective faculty members desire job security, a term contract may hinder faculty recruiting (Linney, 1979).

Fourth, a contract system shifts the burden of demonstrating teacher competency from the institution to the faculty member. It is true that such an item could be negotiated to favor the faculty member but then such would be self-defeating to the "benefits" (flexibility) of the contract system. Finally, the tenure system posesses the inherent poetential for controlling its alleged excesses. For example, with tenure, faculty can be evaluated and if found incompetent, ultimately terminated. Financial flexibility can be retained with an appropriately drafted document on financial exigency. As a result, as long as the tenure system possesses this inherent capacity for change, pursuit of this option is favored, particularly so when eighty-five percent of the Exeter faculty are already tenured. To do otherwise would probably antagonize and demoralize the faculty as well as hasten the advent of collective bargaining.

Recommendation Three: Tenure modifications, rather than tenure alternatives, are recommended for Board consideration.

D. What Type of Tenure Should be Retained and How Should Tenure Modification be Implemented?

The decision regarding the type of tenure to be retained will be determined in part by whether or not the Exeter Board is committed to the protection of academic freedom. Since tenure is really a procedural device designed to protect academic freedom, if protection of academic freedom is not desired by the Board, then there is little need to pursue further any modifications to tenure. It will be assumed, however, that the Board is strongly committed to the protection of academic freedom.

Recommendation Four: The Board should reaffirm unequivocally its support of the principle of academic freedom.

E. Academic Freedom Protected Through Tenure Modification?

If academic freedom is affirmed, how is it to be protected? The recommendation is that tenure be retained but modified in several ways. First, there is evidence in the literature to suggest that the variety of wrongs which have been attributed to tenure may be little more than unwarranted allegations. The literature, for example, supports the observations that tenured professors are better teachers and are more productive than nontenured teachers. Further, teacher productivity does not diminish after the award of tenure. One has to be careful that these specific observations are not applied too broadly. On the other hand, the Board could request its own research on these items re differences between tenured and nontenured faculty at Exeter. Second, tenure may be representative of latent symbolism at Exeter. Board members are advised to understand the ramifications of tampering with symbols haphazardly. Other reasons for tenure modification have been set forth in the preceeding subpart.

The specific modification recommended here is to have a tenure plan with a probationary period of from seven(min.) to twelve (max.) years. The extension of the period from seven to twelve years would be responsive to not only differing developmental rates of faculty growth, but it would also be responsive to minority and women faculty concerns that the seven-year up-or-out policy is discriminatory. All contracts during the probationary period would be one-year contracts. Faculty members could apply for tenure at the end of the sixth year of teaching, but they could also elect to wait until the end of the eleventh year of teaching to so apply.

Continuation of a quota system is recommended at the current Board level with the Union College modification added. That is, if a faculty

member is recommended for tenure but a tenured position in a given department is not then available, such potentially tenured faculty member would be given either a three, four, or five-year contract, renewable, until the tenure position opens. This modification assumes departmental tenure rather than college-wide tenure.

Until a faculty member has tenure, the burden of compentency will continue to rest with the faculty member. Tenured faculty would be given the presumption of competence which the college would have to rebut. Faculty approved for but not yet awarded tenure would have the presumption of competence, but only for the duration of their contract.

All tenured faculty would be subject to two, ten-year re-evaluation periods. After these twenty years, there would be two, five-year re-evaluation periods. After these ten years, tenured faculty would be evaluated on an annual basis. On-going evaluations would occur annually throughout the life of the tenured faculty member. The evaluations suggested above, however, would be more extensive and in-depth than the on-going evaluations. These extensive evaluations could involve peers from other institutions. The goal of the evaluation would be to strengthen, not destroy. Opportunities for improvement of up to two years would be provided for those tenured faculty found to be substantially deficient.

With regard to the protection of academic freedom of nontenured faculty members, such freedom would be protected by contract. The source of nonconstitutional rights of faculty members in private colleges is not by statute but rather by contract. If faculty members possess academic freedom and tenure in private colleges, they possess such by virtue of contract with the institution, not by judicial or legislative fiat. Just as

academic freedom and tenure are protected by contract, so too, only academic freedom can be protected by contract. A significant difference then, between the contracts of tenured and nontenured faculty would be that in the latter case, the teacher would have to rebut the presumption of incompetence. In the former case, the institution would have to rebut the presumption of competence. Procedural guidelines would be set up in the case of both to guide respective processes used for a final determination.

This, then, constitutes the type of tenure modification recommended for consideration by the Exeter Board. Such recommendation is made with understanding of both the pros and cons of tenure as reported by the Commission on Academic Tenure (1973). It should be added that staff flexibility can be dealt with through appropriate financial exigency planning and guidelines. The Board may very well choose not to adopt the modification suggested above. But whichever modification it selects, such should be strongly supported and defended by the Board as the way academic freedom is protected at Exeter College. Other reasons could also be provided. The key, however, is for the Board to defend the institution's policies rather than by default to have the faculty defend such.

Recommendation Five: The Board should set forth its plan for modification to tenure, giving particular attention to the tenure modification herein recommended.

F. Should the Board be Concerned with Steady-State Staffing?

The Board is further advised to develop or have developed a plan or plans for steady-state staffing. There are a variety of models that relate to typical Board needs such as flexibility and the tenure quotas which

usually result. One of the better models re steady-state staffing is that argued by Troutman (1976). His methodology for constructing aggregate faculty profiles could be of great help to the Board. Eddy and Morrill (1975), Johnson (1978), Oliver (1969), and Furniss (1973, 1974) have also suggested methodologies and issues involved in steady-state staffing.

Chait (1977), Boyd (1976) and Ames (1978) have made additional suggestions which would be of interest to the Board on these issues. Chait, for example, has nicely summarized the kinds of information Boards ought to ask for or be aware of re steady-state staffing and tenure review:

1. Faculty inventory by department, school, age, sex, race, degree status, faculty rank, tenure status, salary, workload, retirement date and scholarly productivity.
2. Procedures for calculating tenure ratios. Understand variables that affect tenure ratios.
3. Board decisions re tenure should be based on hard data (evidence). not on mismanagement.
4. Faculty need to be involved in this process.
5. Boards should not get personally involved in tenure decisions (Chait, 1977, pp.28-30).

All of these considerations could be given as specific recommendations to the Exeter College Board. Further, these concerns relate to steady-state staffing concerns and issues.

Recommendation Six: The Board is advised to develope an aggregate faculty profile as well as seek understanding in a variety of related matters in order to understand steady-state staffing concerns.

G. Should the Board Develop an Early Retirement Program?

After development of its steady-state staffing profile and plan, the Board is also urged to carefully consider the issue of early faculty retirement. A variety of studies have encouraged early retirement as part and parcel of steady state staffing (Joyner and O'Neil, 1978; Oakland University, 1979; Patton, 1978; TIAA, 1972; Wildes, 1974). Slightly different perspectives have been suggested by McLane (1979) and Wilbanks (1976). McLane suggests that faculty over sixty years of age be recycled into non-teaching type positions. He suggests grant writing, assumption of administrative posts, and limited teaching experiences. Wilbanks takes the position that faculty should not have to participate in mandatory retirement plans. Her implicit suggestion is that faculty be given additional salary in lieu of institutional retirement contributions. This would provide the faculty member with increased economic freedom. Finally, Morrison (1978) has suggested the concept of flexible retirement. Interestingly, his date show that a substantial number of employees will not opt to continue employment beyond age sixty-five.

Recommendation Seven: The Board is advised to consider development of an early faculty retirement program to help alleviate potential limitations of a highly tenured-in faculty.

H. What Implementation Strategy Should be Followed?

If a form of tenure modification is selected by the Board, what strategy re implementation should be followed by the Board?

The literature of organizational change suggests that there are generally three ways for organizational change to occur: 1) Changes made by changing individuals: 2) Changes made by changing groups within the organization: and 3) Changes made by changing organizational

variables (Katz and Kahn, 1978, pp. 710,711).

In the first instance, that is, change by changing individuals, Katz and Kahn (1978) note that "Attempts to change organizations by changing individuals have a long history of theoretical inadequacy and practical failure" (pp. 658, 659). Changing individuals includes attmepts at change through the use of "information giving, training, counseling and psychotherapy, selection, and removal." While there may be some benefit to each of the above methods of individual change, on the whole, they are not very effective.

Groups, secondly, can be effective in changing the system if each individual member is given a chance to express views on subjects and further, as long as the larger organization, here the College, permits the group freedom and authority to act on salient issues (Katz and Kahn, 1978, pp. 670-671).

It appears that the greatest enduring gains tend to have been made by changing organizational or systemic variables (Katz and Kahn, 1978, p. 711). This type of change could be carried out as follows:

> Direct systemic change begins by changing the situation in which members of organizations work - the demands or the rewards, the authority or the special response to authority, the size or nature of the task itself, the access to information, the meetings to which invitations are given, the decisions on which votes are taken, and the like. (Katz and Kahn, 1978, p. 680)

Katz and Kahn (1978) likewise suggest that change variables can be broken down into four different kinds: "Participation and authority, rewards and incentives, division of labor and task definition, and goodness of fit between the social and technical aspects of the organization" (p. 682).

The change strategy re the implementation of a tenure modification

should incorporate changing of organizational variables. It should not result from Board edict. Further, the Board should take substantial effort to make sure that faculty are involved in any decision re tenure modification. Katz and Kahn (1978) have observed that:

> People have greater feelings of commitment to decisions in which they have a part. (W)ide distribution of the leadership function is likely to improve the quality of decisions. Few indeed are the organizational disasters that occurred unforseen-by someone (p. 571).

Recommendation Eight: The Board is advised that a change strategy for implementation of a tenure modification should involve broad faculty participation. Further, such implementation will work best where organizational variables are changed. Timetables and variables selected would ultimately be made by Board decision.

I. Summary of Recommendations

Placed together and for purposes of recapitulation, the eight recommendations for Board consideration are as follows:

1. The Exeter Board should re-evaluate current tenure policies at the College.
2. Since tenure policies may not accomodate the goals of affirmative action, the Exeter Board needs to give this concern particular attention.
3. Tenure modifications rather than tenure alternatives, are recommended for Board consideration.
4. The Board should reaffirm unequivocally its support of the principle of academic freedom.
5. The Board should set forth its plan for modification to tenure, giving particular attention to the tenure modification herein recommended.

6. The Board is advised to develop an aggregate faculty profile as well as seek understanding in a variety of related matters in order to understand steady-state staffing concerns.
7. The Board is advised to consider development of an early faculty retirement program to help alleviate potential limitations of a highly-tenured in faculty.
8. The Board is advised that change strategy for implementation of a tenure modification should involve broad faculty participation. Further, such implementation will work best where organizational variables are changed. Timetables and variables selected would ultimately be made by Board decision.

The setting forth of these recommendations explicitly and implicitly assumes the retention of a tenure system at Exeter College.

III. Additional Considerations

Several additional comments are in order regarding strategies the Board should consider. The strategy selected should have both immediate aspects as well as long-range considerations. Suggested considerations are as follows: First, since such a high percentage of the Exeter faculty are already tenured, the suggested tenure modification may have limited relevance. On the other hand, a priority ought to be examination of early retirement options. Even though the over-all faculty is still relatively young, several faculty may be approaching retirement age. Since early retirement plans can be based on age or total years of service, such plans should be given high priority by the Board.

A related concept relates to the age of mandatory retirement. Until 1982, Exeter College can continue to enforce its current retirement age.

The age seventy retirement law is not effective for tenured faculty until 1982. Further, even though there may be a given retirement age, there is nothing which, for purposes of advance planning, would prevent Exeter from requesting notice of intended retirement date. Exeter administrators could then serve in the capacity of retirement counselors as they assist faculty in working through such a major decision in one's life. Joyner and O'Neill (1978) refer to this as "pre-retirement counseling."

Second, another immediate concern ought to involve those faculty currently not tenured. This is the group that has threatened to call for a collective bargaining election. Discussing the modification plan with them would therefore be important. This would also help aleviate the concerns re affirmative action of the women and minorities in the nontenure track positions.

Third, an additional avenue of exploration would be for the Board to address itself to discussing opportunities for faculty outside of higher education. Implementation of such a strategy would have two-fold effects. In the first instance, this experience would expose the faculty member to the world his/her graduates will enter. It would seem, therefore, that faculty advising skills would be enhanced, particularly in the area of career counseling. Second, some faculty might be attracted to outside positions and resign as faculty members. This would also provide some faculty flexibility. One caution, however, is that the faculty attracted to the non-education positions could also be the ones most attractive to keep at Exeter College.

A forth consideration relates to the Board's committment to faculty members as persons. The Board commitment to faculty should enable each to

be as effective as possible in their chosen field of endeavor. The College is, afterall, people. And policies implemented should take into consideration not only the ramifications for the institution but also the ramifications for affected persons, whether students, staff, or faculty. This consideration would be consistent with the overall religious mission of Exeter College.

Finally it is recommended that the Board re-evaluate its own performance on a regular basis. As new information is processed, such ought to be built into the on-going planning cycle of the institution.

IV. Conclusion

These, then, constitute some considerations and recommendations for review by the Exeter College Board of Trustees regarding their concern for the tenure "problem" at such institution.

Average Faculty Salaries, 1977-78

TABLE ONE

	Total	1-year change	Universities	4-year colleges	2-year colleges
All institutions					
Total	$18,462	5.2%	$20,530	$17,602	$17,569
Men	19,316	5.2%	21,432	18,345	18,186
Women	15,941	5.6%	16,493	15,403	16,425
Professors	24,727	4.0%	26,972	23,099	21,628
Men	24,965	4.0%	27,118	23,265	21,790
Women	22,504	4.5%	24,602	21,873	21,067
Associate Professors	18,705	4.6%	19,642	18,143	18,783
Men	18,863	4.6%	19,762	18,300	18,891
Women	17,973	4.6%	18,891	17,458	18,501
Assistant Professors	15,356	4.8%	15,917	14,978	15,827
Men	15,552	4.8%	16,117	15,177	15,932
Women	14,929	5.0%	15,410	14,556	15,650
Instructors	12,738	8.8%	12,527	12,119	14,233
Men	13,150	6.3%	12,674	12,382	14,925
Women	12,323	2.9%	12,389	11,871	13,381
Lecturers	13,822	2.9%	14,373	13,481	12,203
Men	14,513	2.6%	15,073	14,247	12,306
Women	12,898	4.0%	13,410	12,465	12,082
No Academic Rank	17,852	7.3%	14,387	14,355	18,091
Men	18,493	7.2%	15,819	14,856	18,743
Women	16,643	7.6%	11,655	13,266	16,868
Public institutions					
Total	$18,797	5.4%	$20,136	$18,532	$17,825
Men	19,602	5.4%	21,002	19,263	18,408
Women	16,474	5.8%	16,367	16,296	16,723
Professors	25,003	3.9%	26,323	24,187	22,087
Men	25,180	3.8%	26,448	24,302	22,205
Women	23,361	4.5%	24,340	23,306	21,674
Associate Professors	19,165	4.5%	19,498	18,985	18,982
Men	19,266	4.6%	19,598	19,073	19,076
Women	18,682	4.4%	18,862	18,574	18,734
Assistant Professors	15,766	5.0%	15,817	15,675	15,993
Men	15,922	4.9%	16,001	15,837	16,063
Women	15,428	5.2%	15,363	15,325	15,871
Public institutions—continued					
Instructors	13,232	9.0%	12,445	12,672	14,492
Men	13,704	10.5%	12,519	12,984	15,149
Women	12,760	7.3%	12,381	12,391	13,658
Lecturers	13,990	2.9%	14,497	13,811	12,304
Men	14,687	2.8%	15,221	14,628	12,299
Women	13,051	3.6%	13,488	12,751	12,310
No Academic Rank	18,296	7.3%	12,334	15,936	18,348
Men	18,929	7.2%	12,885	16,931	18,976
Women	17,097	7.4%	11,317	14,405	17,158
Private institutions					
Total	$17,573	4.7%	$21,498	$15,982	$11,995
Men	18,573	4.7%	22,471	18,710	12,506
Women	14,431	5.3%	16,831	13,951	11,351
Professors	24,136	4.3%	28,403	21,040	13,953
Men	24,507	4.3%	28,589	21,280	14,164
Women	20,653	4.7%	25,219	19,350	13,448
Associate Professors	17,597	4.8%	20,036	16,548	14,282
Men	17,875	4.7%	20,220	16,787	14,504
Women	16,388	5.3%	18,966	15,613	13,780
Assistant Professors	14,455	4.6%	16,160	13,806	12,377
Men	14,741	4.6%	16,398	14,050	12,336
Women	13,835	4.8%	15,529	13,304	12,416
Instructors	11,494	3.5%	12,762	11,275	10,346
Men	11,774	4.1%	13,036	11,513	10,607
Women	11,206	3.8%	12,418	11,037	10,145
Lecturers	13,104	2.0%	13,972	11,747	10,763
Men	13,759	0.9%	14,580	12,352	13,500
Women	12,256	5.1%	13,162	10,853	10,639
No Academic Rank	13,135	8.6%	15,922	13,957	11,781
Men	13,810	8.3%	17,969	14,407	12,315
Women	11,888	8.0%	11,917	12,884	11,039

NOTE: Data are for 50 states and the District of Columbia. Full-time instructional staff on nine-month contracts.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Source: 1978-79 Deskbook, 153.

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Pct. of Professors with Tenure, 1977-78

	All institutions			Public institutions			Private institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Alabama	59.0%	46.7%	55.0%	59.6%	46.7%	55.5%	50.3%	46.7%	49.1%
Arizona	51.4%	34.5%	47.6%	51.6%	33.9%	47.6%	45.1%	53.8%	47.2%
Arkansas	55.5%	40.4%	51.0%	57.9%	40.7%	52.7%	41.8%	37.8%	40.8%
California	51.8%	48.0%	50.9%	51.0%	50.1%	50.7%	56.4%	32.8%	51.7%
Colorado	60.0%	35.5%	55.0%	59.7%	34.2%	54.7%	62.4%	41.4%	57.1%
Connecticut	71.7%	53.7%	67.4%	79.7%	64.2%	75.8%	61.3%	36.5%	56.0%
Delaware	52.3%	22.7%	52.0%	62.4%	25.0%	53.6%	61.5%	12.5%	36.7%
District of Columbia	49.0%	32.2%	43.6%	21.3%	14.5%	18.8%	57.8%	40.4%	52.7%
Florida	66.7%	52.8%	62.9%	71.0%	57.5%	67.2%	49.5%	29.0%	44.8%
Georgia	51.2%	27.9%	44.2%	54.0%	27.6%	46.3%	42.9%	28.7%	38.1%
Hawaii	72.4%	57.6%	68.7%	72.6%	58.0%	69.0%	62.5%	46.2%	56.8%
Idaho	44.5%	31.2%	41.9%	55.3%	34.7%	51.1%	1.9%	13.6%	3.8%
Illinois	69.4%	53.3%	65.5%	73.1%	59.1%	69.5%	61.5%	38.2%	56.4%
Indiana	82.6%	39.7%	57.3%	63.2%	41.9%	57.9%	62.0%	33.8%	56.1%
Iowa	42.3%	30.0%	39.3%	31.1%	25.0%	29.6%	59.4%	37.2%	53.9%
Kansas	56.9%	31.8%	51.3%	59.7%	34.3%	54.2%	39.9%	19.6%	34.7%
Kentucky	59.8%	43.0%	55.1%	60.8%	42.3%	55.8%	55.1%	45.5%	51.9%
Louisiana	57.4%	44.9%	53.6%	60.8%	47.0%	56.4%	43.3%	32.9%	40.7%
Maine	58.8%	28.7%	53.1%	66.3%	34.2%	59.9%	45.7%	17.4%	40.8%
Maryland	65.0%	50.3%	60.4%	67.3%	53.4%	62.7%	55.8%	31.8%	49.8%
Massachusetts	62.0%	41.7%	56.9%	76.4%	56.8%	70.1%	55.1%	29.0%	49.5%
Michigan	69.2%	52.9%	65.1%	72.6%	59.1%	69.3%	53.3%	27.3%	46.2%
Minnesota	62.0%	38.0%	56.5%	63.2%	40.6%	58.2%	58.9%	32.3%	52.3%
Mississippi	38.2%	19.5%	31.4%	37.2%	18.4%	30.2%	44.8%	27.6%	39.0%
Missouri	58.9%	35.3%	52.8%	58.3%	33.7%	51.9%	60.6%	39.2%	55.0%
Montana	64.6%	40.8%	60.2%	64.7%	43.5%	61.0%	63.4%	28.7%	53.6%
Nebraska	61.4%	31.6%	54.4%	60.9%	32.7%	54.6%	63.2%	28.7%	54.0%
Nevada	59.4%	36.1%	54.3%	59.4%	36.1%	54.3%	—	—	—
New Hampshire	64.4%	31.2%	56.9%	74.7%	41.5%	68.7%	52.1%	24.0%	44.4%
New Jersey	69.5%	51.0%	64.2%	70.2%	54.2%	65.2%	67.6%	36.2%	61.0%
New Mexico	64.1%	38.6%	58.5%	64.8%	38.4%	59.5%	52.6%	39.7%	47.1%
New York	67.6%	43.2%	61.9%	75.1%	51.4%	70.0%	62.9%	38.9%	57.0%
North Carolina	53.7%	32.1%	47.0%	54.9%	31.3%	47.8%	50.0%	34.2%	44.8%
North Dakota	57.2%	32.8%	51.1%	60.7%	39.0%	55.7%	—	—	—
Ohio	59.2%	40.3%	54.9%	55.9%	39.6%	52.1%	66.3%	42.0%	61.0%
Oklahoma	53.1%	35.6%	48.3%	55.0%	38.4%	50.3%	47.0%	25.7%	41.4%
Oregon	68.7%	51.1%	64.7%	71.0%	54.0%	67.1%	55.7%	31.2%	50.8%
Pennsylvania	69.5%	50.6%	65.3%	73.9%	62.5%	71.2%	65.3%	37.0%	59.4%
Rhode Island	62.5%	38.4%	57.1%	71.9%	51.0%	65.9%	54.8%	16.5%	48.7%
South Carolina	44.2%	22.0%	37.8%	42.6%	18.8%	35.9%	49.8%	32.6%	44.7%
South Dakota	64.5%	39.7%	58.8%	66.8%	47.7%	63.0%	57.4%	26.8%	47.7%
Tennessee	62.7%	41.2%	57.2%	62.7%	43.2%	57.7%	62.6%	35.7%	56.0%
Texas	55.5%	33.7%	49.4%	55.7%	33.5%	49.4%	54.4%	34.6%	49.0%
Utah	69.2%	35.6%	63.2%	69.6%	35.8%	63.7%	54.3%	31.8%	45.6%
Vermont	54.3%	26.5%	47.4%	63.1%	35.7%	56.1%	42.1%	12.0%	35.2%
Virginia	53.6%	37.2%	49.5%	52.9%	36.0%	48.9%	55.9%	39.8%	51.2%
Washington	76.1%	57.2%	71.7%	79.0%	61.3%	74.9%	60.0%	37.2%	54.0%
West Virginia	60.0%	42.5%	54.7%	61.8%	44.0%	56.6%	51.4%	36.7%	46.5%
Wisconsin	65.2%	40.2%	59.4%	65.8%	42.4%	60.5%	61.6%	27.8%	53.5%
Wyoming	64.1%	45.8%	60.5%	64.1%	45.8%	60.5%	—	—	—
U.S. service schools	72.0%	—	70.3%	72.0%	—	70.3%	—	—	—
Outlying areas	56.8%	56.9%	56.9%	63.5%	62.7%	63.1%	21.3%	26.0%	23.5%
Total	60.6%	42.5%	56.0%	61.5%	45.2%	57.3%	58.2%	34.6%	52.4%

NOTE: Data for Alaska not reported

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Source: 1978-79 Deskbook, 156.

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TABLE TWO

Professors with Tenure

Growth in Part-T
at Colleges and

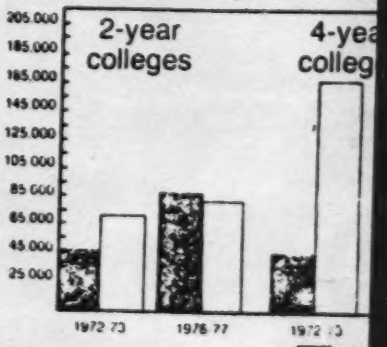

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TABLE THREE

Projected Faculty-Student Ratios

Demand for New Faculty at the Doctoral Level (TNFDL), 1970-1981,
When: (1) Sectoral Student-Faculty Ratios Remain Constant at 1967 Level,
and (2) Sectoral Student-Faculty Ratios Increase to 1981

	Cartter Enrollment "No Change" Projection			
	(1)		(2)	
	1967 Student-Faculty Ratio	TNFDL 1970-81 (in thousands)	Increased 1981 Student-Faculty Ratio	TNFDL 1970-81 (in thousands)
Public Universities	16.64	38.42	21.16	21.76
Private Universities	11.26	10.14	13.55	5.03
Public 4-Year Colleges	17.86	34.16	21.76	22.97
Private 4-Year Colleges	14.54	17.81	17.22	11.53
Public 2-Year Colleges	21.64	5.01	26.83	3.38
Private 2-Year Colleges	17.72	0.30	20.49	0.22
Total		105.84		64.89

1967 Average Student-Faculty Ratio: 17.3:1

1981 Average Student-Faculty Ratio: 22.3:1

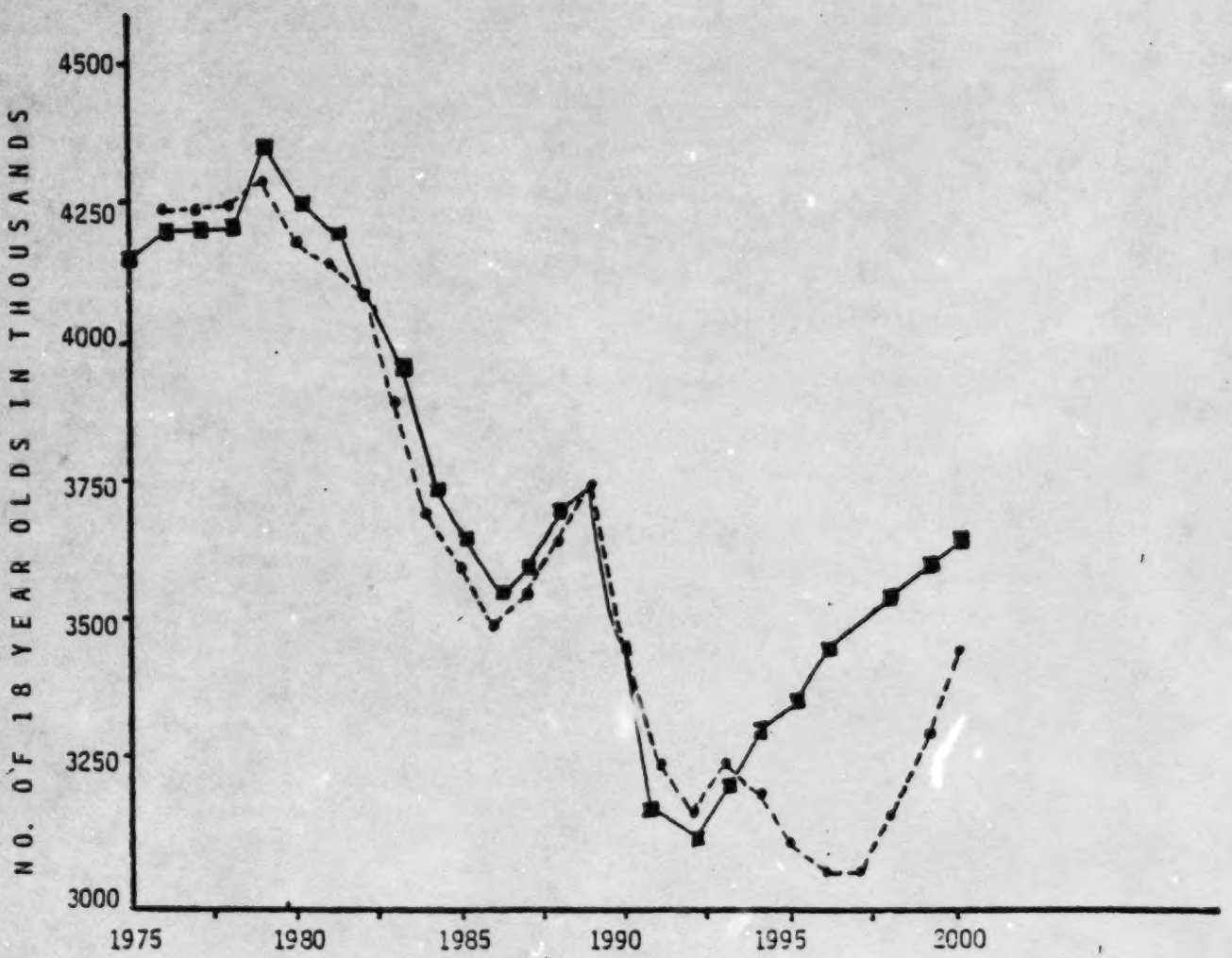
Note: The student-faculty ratio averages are weighted according to the estimated enrollment distribution in the given year.

Source: Balderston, F.E. & Radner, R. Academic demand for new Ph.D.'s, 1970-1990: its sensitivity to alternative policies. Berkeley, Calif.: University of California, 1971, 29.

FIGURE ONE

U.S. Census Projections

Number of 18 - Year Olds



Source: Linnell, R.H. Age, sex and ethnic trade-offs in faculty employment: You can't have your cake and eat it too.

■ 1973 Projections, Series F after 1992

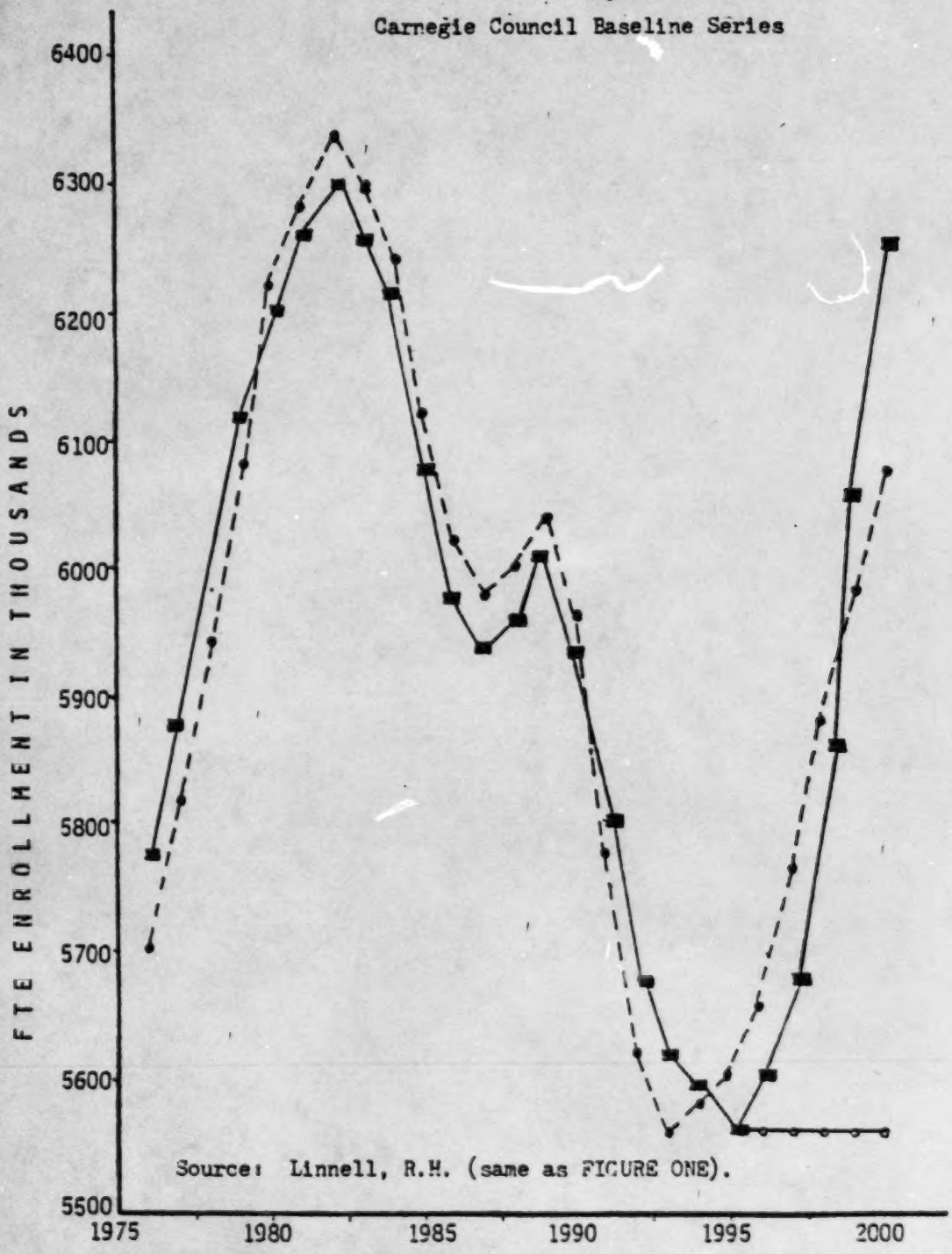
● 1977 Projections, Series III after 1995

Washington, D.C.: National Conference on Higher Education/AAHE, 1979.

FIGURE TWO

FTE Enrollment Projections

Carnegie Council Baseline Series



Source: Linnell, R.H. (same as FIGURE ONE).

▬ Baseline Projection No. 1

• Carter's Projection using 1973 Census Data

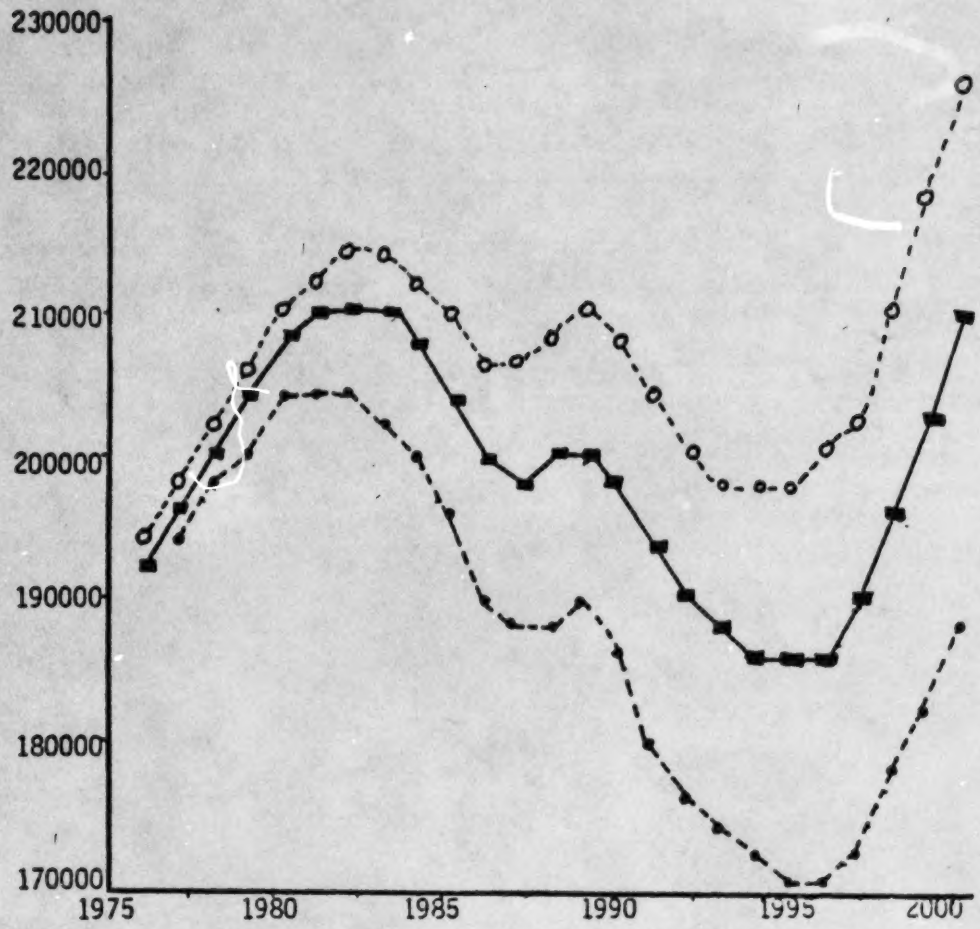
o Baseline Projection No. 2, constant after 1995

Fernandez, Luis. U.S. Faculty After the Boom: Demographic Projections to 2000.

Carnegie Council on Policy Studies in Higher Education; 1978 April.

FIGURE THREE

Projections of Doctorate Faculty Demand



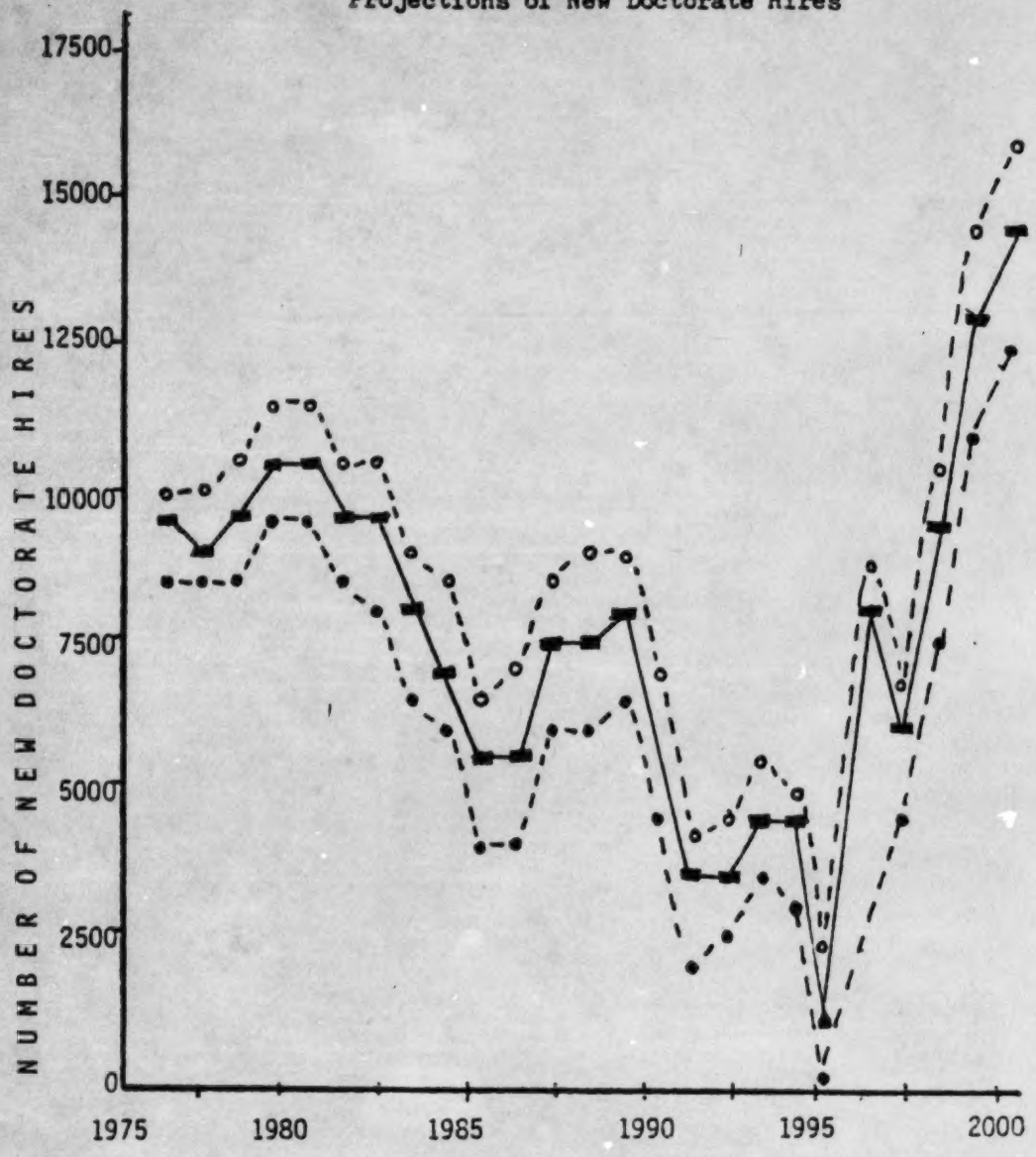
- "Pro-Cyclical" Projection (Falling Faculty-Student Ratio)
- "No Change" or Baseline Projection (Constant Faculty-Student Ratio)
- "Counter-Cyclical" Projection (Rising Faculty-Student Ratio)

Fernandez, Luis. U.S. Faculty After the Boom: Demographic Projections to 2000. Carnegie Council on Policy Studies in Higher Education; 1978 April. (Technical Report No. 6).

Source: Linnell, R.H. (same as FIGURE ONE).

FIGURE FOUR

Projections of New Doctorate Hires



● "Pro-Cyclical" Projection (Falling Faculty-Student Ratio)

■ "No Change" or Baseline Projection (Constant Faculty-Student Ratio)

○ "Counter-Cyclical" Projection (Rising Faculty-Student Ratio)

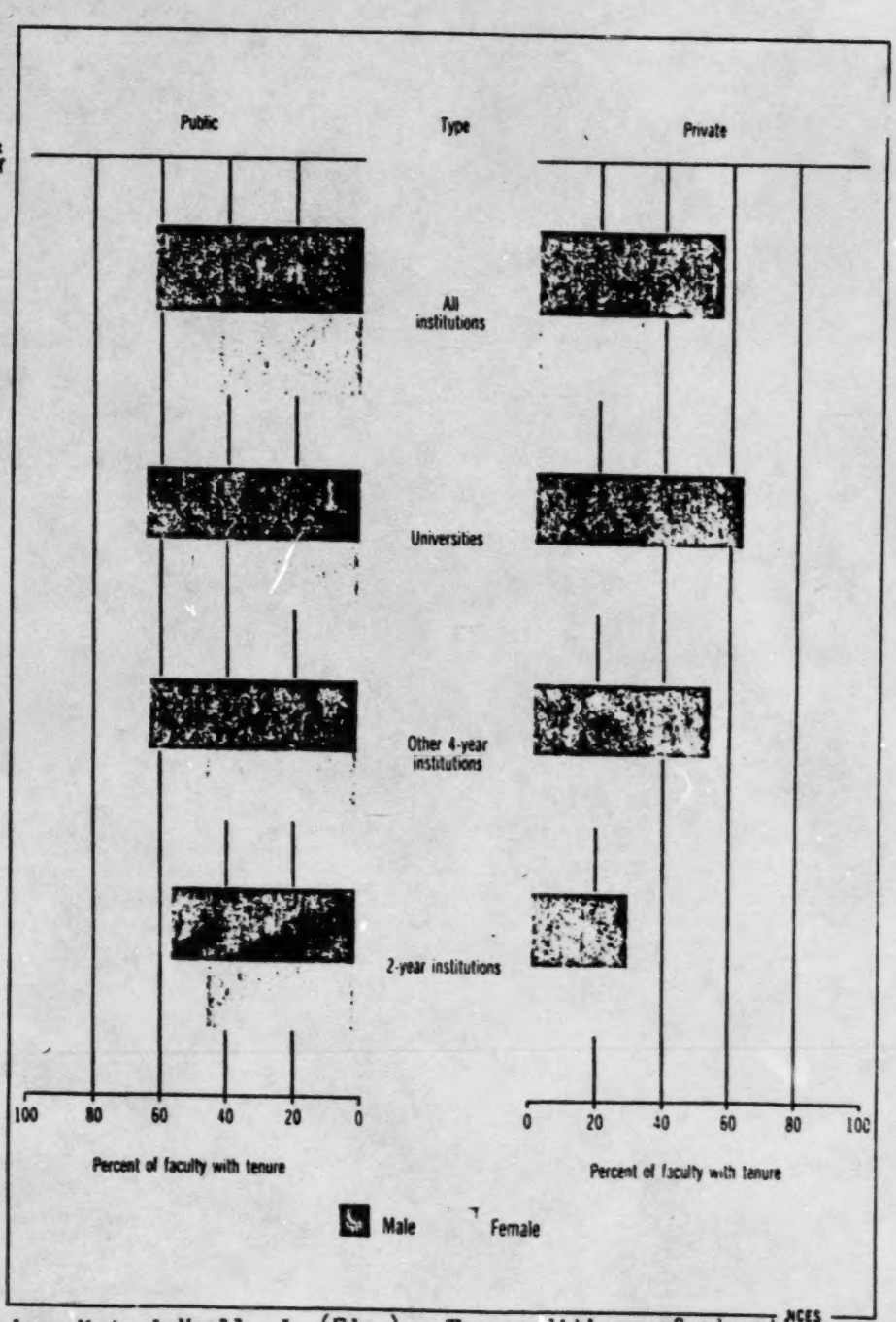
Fernandez, Luis. U.S. Faculty After the Boom: Demographic Projections to 2000. Carnegie Council on Policy Studies in Higher Education; 1978 April. (Technical Report No. 6).

Source: Linnell, R.H. (same as FIGURE ONE).

FIGURE FIVE

Tenured Faculty in Institutions of Higher Education

In public institutions of higher education, about 63 percent of the male faculty have tenure compared with about 45 percent of the female. In private institutions, about 56 percent of the male and 34 percent of the female faculty have tenure.



Source: Golladay, M.A. & Noell, J. (Eds.). The conditions of education, 1978 Edition. Washington, D.C.: National Center for Education Statistics, 1978, 189.

FIGURE SIX

Composition of Full-time Faculty, by Sex, Race, and Rank: 1976.

Rank	Total	Male						Female					
		Total	White[2]	Black[2]	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native	Total	White[2]	Black[2]	Asian/ Pacific Islander	Hispanic	American Indian/ Alaskan Native
TOTAL[3]	446,034	336,216	312,281	10,791	7,798	4,534	812	109,818	97,131	8,783	1,889	1,741	274
Percent	100.0	75.4	70.0	2.4	1.7	1.0	0.2	24.6	21.8	2.0	0.4	0.4	(*)
Professors:													
Number	98,028	88,656	84,423	1,637	1,087	655	134	9,372	8,623	501	128	102	18
Percent	100.0	90.4	86.1	1.7	1.8	0.7	(*)	9.6	8.8	0.5	0.1	0.1	(*)
Associate Professors:													
Number	99,592	82,787	77,744	1,941	2,042	903	157	16,805	15,235	999	271	265	35
Percent	100.0	83.1	78.1	1.9	2.1	0.9	0.2	16.9	15.3	1.0	0.3	0.3	(*)
Assistant Professors:													
Number	121,176	86,978	80,003	3,242	2,203	1,299	201	34,198	30,471	2,591	590	486	60
Percent	100.0	71.8	66.1	2.7	1.8	1.1	(*)	28.2	25.1	2.1	0.5	(*)	(*)

[1] Includes both 9-10 and 11-12 month contract faculty who teach full-time.
[2] Non-Hispanic.
[3] Includes full-time faculty at all ranks including instructors and others.
[4] Less than 0.1 percent.

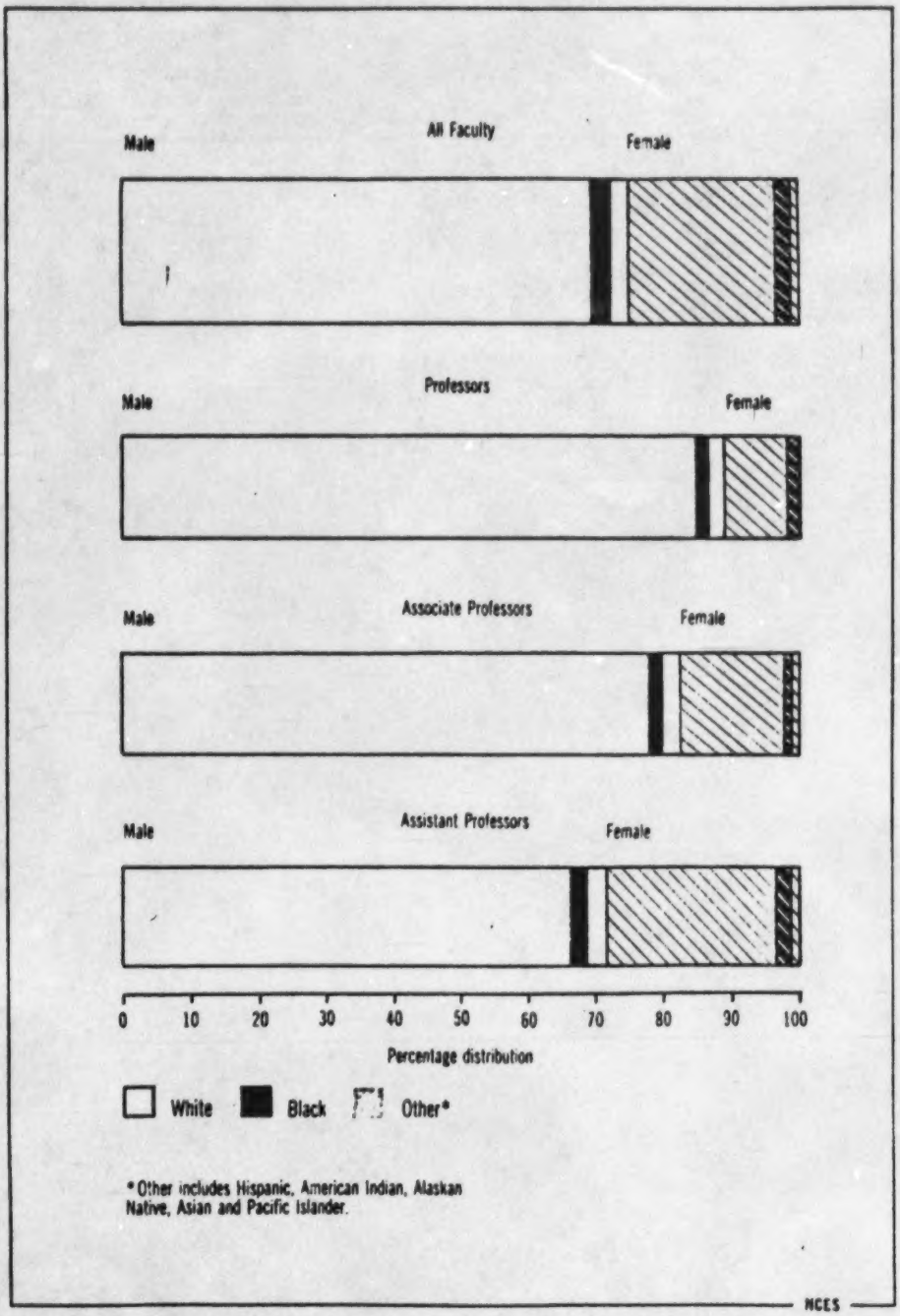
NOTE: Detail may not add to total because of rounding.
SOURCE: Equal Employment Opportunity Commission, unpublished data.

Source: Colliday, M.A. & Noell, J. (Eds.). (same as FIGURE FIVE), 1941

FIGURE SEVEN

Racial/Ethnic and Sex Composition of Full-time Faculty

The proportion of faculty who are white males increases from about 66 percent at the assistant professor level to about 78 percent of associate professors and about 86 percent of full professors.



Source: Colliday, M.A. & Noell, J. (Eds.). (same as FIGURE FIVE), 195.

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